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We Can Do It!

Organizing Senior Citizens to Prevent Crime and Violence

A Curriculum for Trainers

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Massachusetts Department of Public Health
Neighborhood Justice Network

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TABLE OF CONTENTS

Introduction 1

Session One: What Is Crime and Violence? 5

Session Two: What Is a Good Friend, Community and Team? 9

Session Three: Basic Problem-Solving 13

Session Four: Behavioral Responses to Crime and Violence 17

Session Five: Appreciating Diversity 21

Session Six: Strategies of Crime and Violence Prevention 25

Session Seven: Starting a Crime and Violence Prevention Program 29

Appendix 1: Group Discussion Roles and Guidelines

Appendix 2: Guidelines for Role Plays

Appendix 3: Tipsheets

INTRODUCTION

Crime and violence is a pervasive problem that affects everyone in our society, with the fear of crime and violence wreaking great damage to the psychological and physical well being of elders in particular. Seniors have feelings, misunderstandings and questions about their risk for crime and violence. The "We Can Do It" curriculum and "Seniors! A Safer Neighborhood Is Up To You" video have been developed to help those who work with elders provide answers and understanding to the older adults they serve.

The goals of this curriculum are to provide information and an opportunity for older adults and their service providers to:

* Increase awareness of the problems of crime and violence facing seniors
* Understand the consequences of not promoting prevention
* Develop crime and violence prevention skills
* Organize community and neighborhood-based support systems that help elders to protect themselves and enhance the quality of life in their neighborhoods and buildings.

The "We Can Do It" curriculum is based on prevention methods, activities and skills that have been used by different crime and violence prevention groups nationwide.

Teaching Strategies

This curriculum is designed to increase seniors'

understanding of violence and to help them to acquire the skills needed to protect themselves from crime and violence. The activities in this curriculum are designed to help elders draw from their own experiences of crime and violence and to provide them with the motivation to act, calling on their new knowledge and skills.

Discussions of feelings and thoughts are an essential part of the "We Can Do It" curriculum. For seniors to discuss thoughts and feelings is sometimes difficult. To make them feel secure, it is important to create and maintain ground rules for the group. Discussion of the ground rules will establish safety and respect for each group member and the trainer. Sample discussion rules are included in the appendix section of this curriculum.

Role playing and discussions are used to teach strategies in the curriculum. Suggestions for successful role plays are included in the appendix section of the curriculum guide.

Trainers have the option of either giving each session in order or condensing the initial sessions to focus more on specific strategies. This decision should be based on both the knowledge and skill levels of the seniors to be trained as well as the reason for holding the trainings. If the older adults have a more general interest, a more leisurely pace might be in order. If the older adults are facing a crisis precipitated by a serious crime or series of crimes that have occurred in their neighborhood or building, offering training in crime and violence prevention techniques earlier in the curriculum might be appropriate.

In addition, the culture of the seniors to be trained should be carefully considered. For example, seniors from some communities, such as from some Latino and Hispanic cultures, may need to go through the early sessions, as well as some introductory "small talk" before they feel it is appropriate to discuss issues as sensitive as crime and violence. This might be true no matter how pressing their immediate need for protection against crime and violence.

Seniors using the methods in the video and curriculum should be careful to consider the location, time, and setting in which the techniques will be used. Activities or responses to potential crime situations that might prevent a crime in one situation could lead to greater injury in others. For example, using a whistle when confronted by a purse snatcher on a crowded street might cause the attacker to withdraw, whereas if it was used in a deserted alley it could provoke the snatcher to violence. In all cases, seniors must use common sense and intuition about when to use what methods, with the protection of their life and health of greatest concern even when this means letting a criminal go free or losing a purse or wallet.

SESSION ONE:
WHAT IS CRIME AND VIOLENCE?

Introduction

The activities in this session introduce the topics of crime and violence by drawing on the seniors' personal experiences.

The definitions of crime and violence used throughout this curriculum are:

Crime: Any behavior for which a society of community has established penalties or forms of punishment, including imprisonment.

Violence: The use of one's power or strength consciously or unconsciously to hurt oneself or another person or thing.

In addition to these definitions of crime and violence, the main concepts discussed in this session are:

* Crime and violence may be frequent occurrences in the lives of seniors.
* People choose to behave violently and commit crime for a variety of reasons.
* Crime and violence take many forms and could be committed by those one expects as well as those one does not expect.

These can be very scary concepts for elders to discuss. Trainers should keep three things in ming when discussing crime and violence with older adults:

* Seniors are already thinking about crime and violence.
* They are concerned about crime and violence.
* They rarely have a chance to discuss crime and violence.

Accordingly, the activities in this curriculum are designed to draw much of the content from the seniors themselves. Participants should never be forced into talking about crime and violence in ways that make them feel uncomfortable.

The discussions are an extremely important part of this curriculum. Ground rules for discussion must be encouraged. Your role as a facilitator is to guide the discussion and listen, listen, listen and to encourage the participants to listen to each other.

You will not be able to, will not be asked to, and should not feel that you have to answer every question, not can you make crime and violence go away. You can, however, always reinforce strategies that have been developed to help older adults prevent, intervene and act against behaviors of crime and violence in their communities, neighborhoods and buildings.

Objectives

At the end of this session, the participants will be able to:

* Define crime and violence
* Identify different types of crime and violence.

Materials

Chalkboard or newsprint and discussion of rules handout.

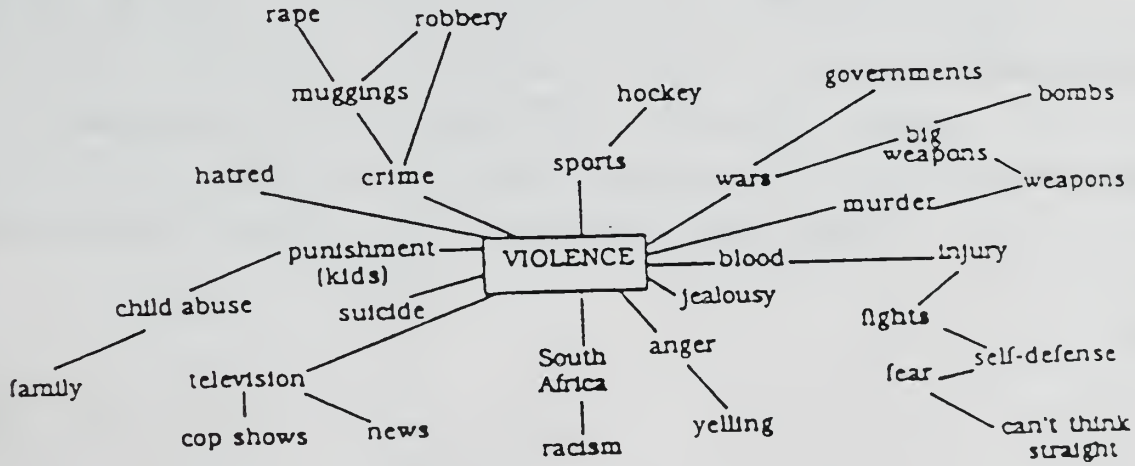
Activities

1. Say that you will be leading the discussions in all sessions using the rules on the handout. Pass out and review the rules.

2. Explain that we must first recognize what crime and violence is before we can develop preventive strategies.Ask the seniors, "Who can tell me what crime is? Who can tell me what violence is?"

3. On one side of the chalkboard or newsprint, write the word "crime" and circle it. On the other side, write the word "violence" and circle it. Explain to the seniors that they will be making a "web chart," which is a way of recording ideas and connecting those words that are related.

4. Ask again, "What is crime?" Then ask again, "What is violence?" As each participant responds, record their contributions to the web chart. As the chart develops, it may look like this:



Continue to develop the charts as long as the participants are enthusiastic. If contributions begin to lag, ask, "Can anyone think of another example of crime or violence? Can anyone add one last thing?" This process is called "brainstorming."

5. When the brainstorming is finished, review the items on the charts with your audience. Ask if anyone can give a definition of crime and violence that would include everything on the chart. If no one can, suggest the definitions stated above.

6. Continue the discussion as long as the seniors wish.

SESSION TWO: WHAT IS A GOOD FRIEND, COMMUNITY AND TEAM?

Introduction

The activities in this session introduce the concepts of friendship, community and teams. The following definitions of friendship and communities are used throughout this curriculum:

> **Friend:** An individual or animal who makes another's happiness, safety and protection as important to themselves as their own happiness, safety and protection.
>
> **Community:** Any group of people who come together for a common purpose. They work together directly or indirectly to meet the needs of individuals and the group.
>
> **Team:** A group of people who work together on a common goal and make sure that each member of the team's happiness, safety and protection are as important as that of the team.

Understanding the concepts of friend, community and team are essential to accomplish the team's goals. They need to understand and believe they can recreate a sense of friendship and community among themselves. A senior citizen neighborhood crime and violence prevention team is one means of recreating this sense of community and safety.

Objectives

At the end of this session, the participants will be able to:

* Define "friend," "community" and "team"
* Explain the qualities of a good friend, community and team
* Discuss the relationship between friends, community and teams and effective crime and violence prevention.

Materials

Chalkboard or newsprint.

Activities

1. Explain to the older adults that they will be defining and discussing the concepts of "friend," "community," and "team." Say that these are important for building effective groups to prevent crime and violence.

2. Write on the chalkboard or newsprint the words "friend," "community" and "team." Have each elder name three things that come to mind when they hear those terms and write each contribution under the appropriate word.

3. Divide the group into pairs and have them take some time to talk about:

   1) friends they have had and communities and teams they have belonged to or currently belong to

2) the qualities that made the relationships good and how they were maintained.

4. Have the seniors come back into a large group and discuss the following questions:

1) How did you make the friends you have/had? How do people meet new friends?
2) What are some of the things we get from friends, communities and teams?
3) What are some of the things we give to friends, communities and teams?
4) How do you know if someone is a good friend, community member or teammate?
5) What kind of conflicts do you have or have you had with your friends? How do you handle these conflicts?
6) What kind of conflicts do you have or have you had with groups you belong to? How do you handle conflict?
7) How is being a good friend, community member or teammate related to good crime and violence prevention?
8) What should you do in order to make friends with the individuals in this group?

When discussing friends with seniors it is likely that the elders may feel the loss of friends who have died or family members who no longer visit. Address these feelings and link them to the re-creation of friends, communities and teams, perhaps by mentioning that the social skills developed in these relationships can be used to ensure that new relationships are meaningful and last.

SESSION THREE: BASIC PROBLEM-SOLVING

Introduction

The activities in this session are some of the most important in the curriculum. The ability to problem-solve and to select an intervention that is effective and safe is very important to any individual or group involved in crime and violence prevention. The most effective intervention to prevent crime and violence in any given situation will vary according the age, ethnicity, culture and place of residence of the older adult involved. Failure to take these factors into consideration can increase the chances of physical and emotional harm to the individual or group. Seniors will explore in this session the basic problem-solving techniques to be used to select the appropriate interaction for addressing particular situations.

Objectives

At the end of this session, participants will be able to:

* Describe the steps in problem-solving
* Apply basic problem-solving methods to crime and violence prevention.

Materials

Chalkboard or newsprint.

Activities

1. Explain that there is a process to help seniors decide what to do and why when faced with a situation involving crime and violence.

2. Write the following steps on the board or newsprint:
   1) Define the problem
   2) Brainstorm possible solutions
   3) Evaluate the advantages and disadvantages of each situation
   4) Choose the best, or a good, solution and act on it
   5) Evaluate the results or responses.

3. Go over each step with the group. Point out that before problem-solving begins an individual or group must make a decision to act. To select the most appropriate intervention, the individual or group must think about the most effective strategy to provide protection from more danger.

Step 1 means figuring out what the problem is. If people having a conflict do not agree on what the problem is, the solutions selected could lead to additional problems.

Step 2, "brainstorming," means coming up with ideas to solve the problem. Everyone's ideas are respected and accepted. All ideas, even those that may not immediately seem to be good solutions should be proposed. It may be that the group may be able to adapt a less good idea into a great idea. Emphasize in Step 2 that as many solutions as possible should be listed.

In Step 3, evaluate the advantages and disadvantages of each solution. If anyone has suggestions for improving individual solutions, list and evaluate those. In general, a good solution is:

* not too complicated
* satisfies the needs of the individual or group
* does not endanger the safety of the individual or group.

In Step 4, choose a solution, or combination of solutions, that are acceptable to everyone in the group. Compromises may have to be made if not everyone can agree. It is important that everyone be comfortable with the solutions chosen in order to ensure that no one's feelings are hurt and everyone feels safe participating in the solution.

Act on the solution(s) chosen.

In Step 5, after the solution(s) have been tried, evaluate their effectiveness and applicability for future crime and violence prevention activities.

4. Practice the problem-solving methods with the group using examples from the elders' past experiences. Role play using possible situations that they think they may face. Do this for three or more examples, helping the group go through each stage. Explain and write on the board or newsprint to importance of location and context of the event and individual.
5. Close the session by summarizing the qualities of a good strategy.

SESSION FOUR: BEHAVIORAL RESPONSES TO CRIME AND VIOLENCE

Introduction

This session explains how individuals or groups respond to crimes and violence which they may see, hear or experience. How someone chooses to respond or not respond to what they see, hear or experience could make the difference in whether it will continue to endanger the individual's safety and that of the community and neighborhood. Good crime and violence prevention is based on the individuals and communities working together.

Seniors need to become familiar with the different kinds of responses to crime and violence. They need to understand that they must be aware of their own style of responding to people or situations and maintain their integrity, feelings and rights of all involved.

Objectives

At the end of this session, the participants will be able to:

* Identify the characteristics of passive, aggressive and assertive behaviors
* Discuss the positive and negative consequences of each type of behavior.

Materials

None needed.

Activities

1. Explain to the group that everyone has experienced some form of violence and crime, perhaps as a perpetrator, perhaps as a criminal, perhaps as both. Maybe they have hurt someone's feelings, been physically harmed by someone, or had something stolen. Perhaps they have seen someone commit a violent act or they have participated in a crime against someone else. As much as is appropriate, it is important to try to resolve and respond to conflict in such a way that does not hurt anyone physically or emotionally. This is not always easy and everyone makes mistakes.

This session focuses on using non-violent strategies to prevent crime and violence.

2. Describe the three types of responses:

> **Aggressive:** Responses that further one's own feelings, opinions and rights without caring about the feelings, opinions and rights of others (i.e., I win, you lose).
>
> **Passive:** Responses that deny one's feelings, opinions and rights by remaining inactive or complacent and which

satisfy the needs of others at one's own expense (i.e., I lose, you win).

Assertive: Responses that are respectful of one's own feelings, opinions and rights, but are also respectful of the feelings, opinions and rights of others (i.e., I win, you win).

3. Give the group the following examples and have them identify each as aggressive, passive or assertive:

A. You are approached by another senior who wants you to give him or her your only tv because his or hers is broken:

1) "Are you crazy? I need my tv!" (aggressive)
2) "I'm sorry, but I need my tv." (assertive)
3) "If you really need, it, ok, take it." (passive)

B. You are in line at the grocery store and someone cuts in front of you:

1) "Excuse me, I was ahead of you, sir/madam." (assertive)
2) "Get back in line, you lug." (aggressive)
3) Feel mad inside, but say nothing. (passive)

4. Discuss the following questions:
1) What makes people act aggressively? What are the consequences?
2) What are some things that make you act aggressively?

3) What makes people act passively? What are the consequences?
4) What are some things that make you act passively?
5) What are some of the things that make it hard to be assertive and not aggressive or passive?
6) Can you give an example of a time when you were in a conflict, witnessed a crime or act of violence, were a victim of a crime or act of violence and acted aggressively? What did you say or do? How did you feel? What did the person who committed the crime or act of violence do and feel?

SESSION FIVE: APPRECIATING DIVERSITY

Introduction

This session focuses on understanding and appreciating differences. We live in diverse communities, neighborhoods, cities and indeed a diverse world. We, as individuals, are diverse. We bring gender, culture, class, shades of color, ethnic background and experiences into all of our interactions.

If we are to work together effectively to protect ourselves and our communities from crime and violence, we need to appreciate our differences and varied experiences and use them to our advantage.

Failure to fully understand and appreciate these different qualities is one of the main reasons fort the increase in crime and violence. This session stresses the importance of valuing differences in successful crime and violence prevention.

Objectives

By the end of this session, the participants will be able to:

* Identify similarities and differences between people

* State how ignoring, misunderstanding or judging people's differences can cause conflict

* Discuss how to solve conflicts that are based on differences.

Materials

None needed.

Activities

1. Have two volunteers stand in front of the group. Have the group name three ways that the two are similar based on appearance and three ways they are different.

2. Repeat the first step with two new volunteers. Ask the group to name three things that are similar about them that do not relate to their appearance (both have grandchildren, both are in a fitness class, etc.). Then, ask the group to name three things that are different.

3. Divide the group into small groups of about four to six participants each. Ask them to name three similarities and three differences among the small group members.

4. Have the group brainstorm a list of problems that can arise because of differences between people and groups. Encourage them to talk about feelings as part of the problems. Point to a specific problem listed and ask what are some of the ways people can solve a problem like this. Continue to discuss a few of the problems listed.

5. Have the group brainstorm a list of the benefits or positive things that can come from differences.

6. Discuss how the group could use these differences in the prevention of crime and violence in their neighborhood and building.

SESSION SIX: STRATEGIES OF CRIME AND VIOLENCE PREVENTION

Introduction

All over the country, seniors are organizing themselves to take back their neighborhoods and re-establish a sense of safety. There have been successful strategies that have been developed and used by senior citizens, some of which will be presented in this session.

Practice is necessary for these strategies to be implemented properly. The methods of show, practice and evaluate will be emphasized in this session. The video, "Seniors! A Safer Neighborhood Is Up To You!" developed for use with this curriculum shows examples of strategies what older adults will be able to use in their neighborhoods and buildings. Of course, not all strategies will be effective in all communities and some strategies will need to be adapted. For example, during the "window watch" sequence trainers should note that in a real situation a senior will want to be less obvious than is shown.

The video is not the final word in crime and violence prevention for seniors, but it is a good start for preventing crime and violence. Many options are available. The elders featured in the video are joining together to make their neighborhoods and communities a better place for all, young and old, to live.

Objectives

By the end of this session, participants will be able to:

* Identify strategies that could be used to prevent crime and violence

* Practice these strategies

* Evaluate the effectiveness of these strategies in specific situations

* Identify additional strategies that they could use.

Materials

Chalkboard or newsprint and handouts : Whistle alert system, know the suspect, neighborhood watch log, video, video cassette recorder.

Activities

1. Have the group list some of the crime and violence problems in the group's community, neighborhood or building. Write these on the chalkboard or newsprint.

2. Have the group brainstorm strategies that could be performed as a group to begin to solve some of the problems listed. Write these on the chalkboard or newsprint.

3. Have the group identify the positive aspects of these approaches. Discuss why, how and when they should be used.

4. Show the video.

5. Have the group members role play each strategy, then reverse roles. Have them fill out forms as part of the role play.

6. Discuss the following questions:

1) What were the group's reactions to the video?
2) What did they learn that they did not know before?
3) What in the video was like what they had experienced before?
4) What strategies in the video might be most effective in the group's community, neighborhood or building? Was there anything in the video that the group disagreed with?
5) What organizations or programs in the group's community , other than those in the video, could the group contact for help (gang prevention programs, street workers programs, church groups, community groups, consultants)?

SESSION SEVEN: STARTING A CRIME AND VIOLENCE PREVENTION PROGRAM

Introduction

This session focuses on one of the major themes of this curriculum. Individuals working together as a team can effectively prevent crime and violence. In these session, seniors will work together to come up with a specific plan that they feel will address those needs. They will review 12 tips of starting and maintaining a successful senior crime and violence prevention program using already existing resources.

Objectives

At the end of this session, participants should be able to:

* Develop their own plan to begin to solve specific crime and violence problems in their communities, neighborhoods and buildings.

* Identify the strengths, resources and talents of the individuals and group that can help make the plan a success

* Apply 12 tips of starting a successful senior crime and violence prevention program.

Materials

Chalkboard/newsprint, paper and pencils, and handout: "12 Tips for Starting a Successful Senior Crime and Violence Prevention Program."

Activities

1. Review the list of community crime and violence prevention problems that were identified in the last session. Revise the list if the group wishes. Have the group choose one or two of the problems that they are most concerned about.

2. Have the group brainstorm a list of possible solutions that they believe they could accomplish within a month (establish a guest speaker forum on crime and violence prevention, form a whistle alert or telephone tree, meet with their community police officer, have a building-wide party to get to know their neighbors, etc.). Write these on the chalkboard or newsprint.

3. Have the group list the advantages and disadvantages of each possible solution. Have the group choose the best two or three solutions.

4. Pass out the pieces of paper and have each group member write down three of their talents or strengths. Depending on the number of participants, have some or all say what they wrote down.

5. Review the handout.

6. On the chalkboard, make a chart for each solution as below:

Assignment	Person	Completion Date

Write the assignments that will need to be done, who will do them, and what date they should be completed. A finished chart might look like:

Solution: Hold a Building-wide Party

Assignment	Person	Completion Date
Choose time and date	Planning Committee	February 5
Arrange for place	John	February 8
Distribute flyers	Margaret	February 10
Bring food	Alan and Christine	February 12
Serve food	Diana	February 12
Clean up	James and Marisa	February 12

12 TIPS FOR STARTING A SENIOR CRIME AND VIOLENCE PREVENTION PROGRAM

1. Make a decision to act if you feel others are not, and after finding out first that other groups are not already doing so. If they are meeting already, attend the next meeting or call to find out what they are doing and if they would like your participation.

2. If you decide to start your own group, choose a simple, do-able problem to work on.

3. Set a date, time and place for the meetings. Make sure it is accessible to the people you want to come.

4. Draw up an agenda, making sure it is simple and to the point. Do not cover too much at your first meeting. The meeting should get them excited and involved.

5. Talk with neighbors and friends about attending the meeting. Each member of the planning group needs to make a strong commitment to bring at least one person to the meeting.

6. Invite local agencies and organizations, such as school, police, church, business, and community health center personnel. All agencies and organizations in your neighborhood should be invited to attend.

7. Based on the strengths and talents of the participants, divide the work and responsibilities. Each and all members should have something to do or say at each meeting.

8. Keep the discussion focused on action. Remember that the purpose behind the meeting is to get your group motivated.

9. Get help and advice. Borrow ideas from those in attendance. Network with other neighborhoods and ask what they are doing.

10. Always say thanks to a volunteer. Remember, they are one the most important resources for a successful crime and violence prevention program. Always, always, show your appreciation for your members individually and as a group.

11. Enjoy and celebrate your success as a group. It does not matter how small the success may seem to you.

12. Always keep your eyes on the goal and check your progress.

APPENDIX 1: GROUP DISCUSSION ROLES AND GUIDELINES

1. We are all learning -- no one is the expert.

2. Listen actively to other participants.

3. Make "I" statements -- speak for yourself, not others.

4. Encourage questions and sharing of feelings and emotions. Give everyone a chance to share their feelings, thoughts and opinions. Do not interrupt other people when they are expressing themselves.

5. Be respectful and supportive of each other.

6. Disagree and challenge respectfully.

7. Respect the confidentiality of what is said by all participants.

8. Take risks. Challenge yourself and be willing to make mistakes.

9. This is your program. Make it work for you.

10. Have a sense of humor and enjoy yourself and each other.

APPENDIX 2:
GUIDELINES FOR ROLE PLAYS

Role playing is one of the techniques used in the curriculum to help seniors become more aware of their behavior and to practice the strategies suggested in the curriculum. However, role plays can easily lose focus if not properly done. To prevent this, establish clear rules and help the group clarify any questions beforehand.

1. Be clear in explaining to the participants what they are to do and not do.

2. Let them know that they are to stop when you say to stop. They need to remember that this is only a role play.

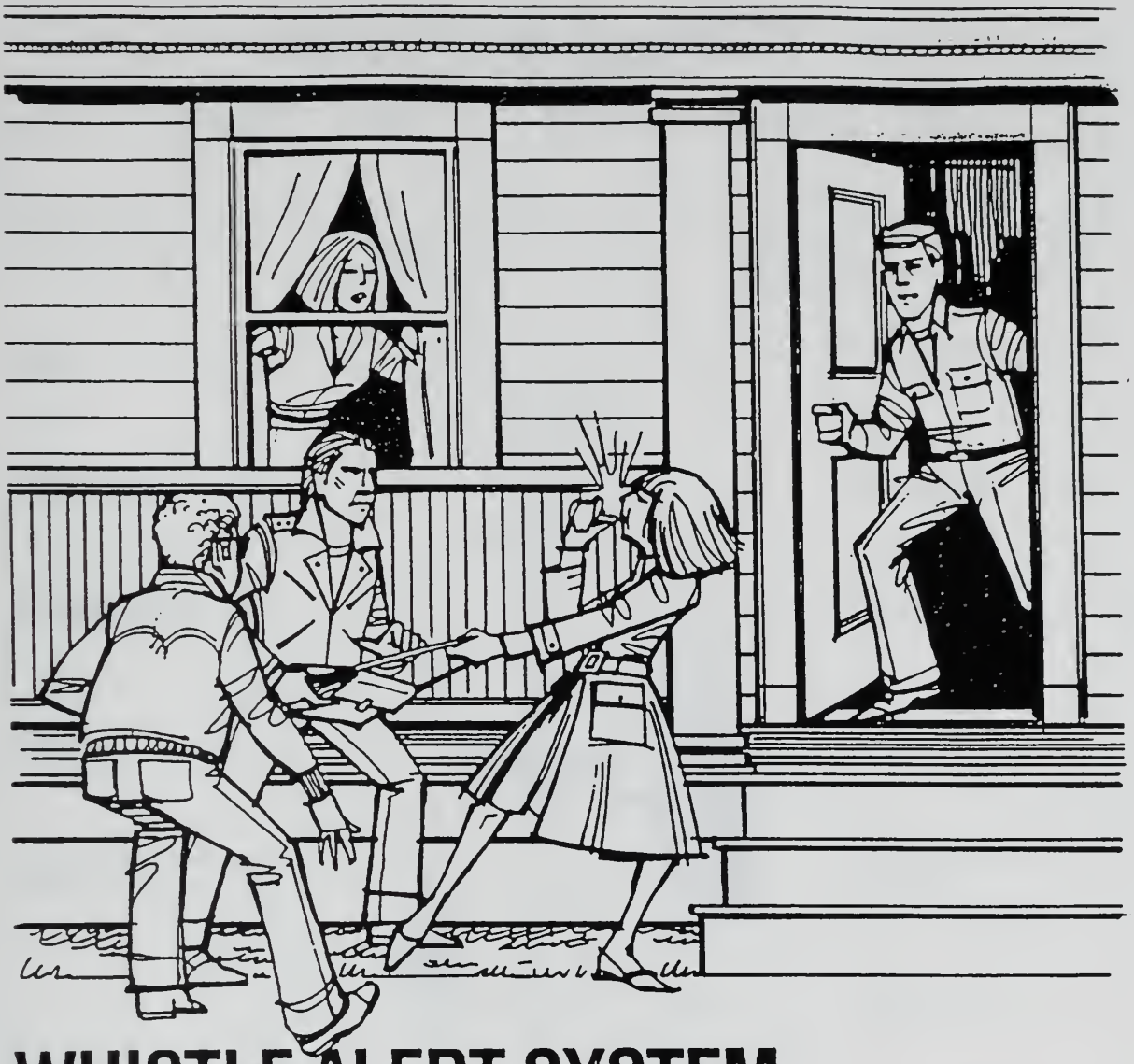
3. Have the rest of the group observe.

4. No physical contact is allowed during the role plays.

5. No one may use profanity.

6. Always allow the participants some time to get out of character after their role play is completed.

APPENDIX THREE: TIPSHEETS



WHISTLE ALERT SYSTEM

The Whistle Alert System is an immediate means of communication. Everyone in the neighborhood carries a whistle, and there is a pre-arranged signal to be used in an emergency. When it is sounded, people know a neighbor is in trouble, and are committed to respond. They call 911 and pour out into the street. This stops the attacker from further harming the victim.

Remember that the Whistle Alert System only works if everyone knows the signal and the response. Conduct drills. Make sure people are comfortable with the routine before a real incident occurs.

For more information on crime prevention strategies or setting up a crime watch, please call:

Neighborhood Justice Network 423-1262

KNOW THE SUSPECT

SUSPECT DESCRIPTION

SEX	RACE	AGE	WEIGHT	HEIGHT	BUILD

SKIN COLOR	GAIT (Limp, etc.)	SPEECH (Accent, Speech Impediment)

HAIR		FACIAL HAIR
COMPLEXION		GLASSES
SCARS/MARKS		EYES
TATTOOS		SHIRT
WEAPON(S)		COAT
		HAT
OTHER INFO.		TROUSERS
		SHOES

AUTO LICENSE	MAKE	YEAR	COLOR

DIRECTION OF ESCAPE	DENTS OR MARKS

Neighborhood Justice Network 423-1262

WINDOW WATCH

Being part of a WINDOW WATCH means that during certain pre-determined hours of the day or night, you will be committed to keeping a close eye on what happens on your street by frequently looking out your windows or by sitting on your porch or in your courtyard, and watching what goes on around you. If you are outside during your watch, it is important to greet people so your neighbors, as well as people who don't belong on your street, feel the presence of people and "eyes on the street."

- Use a window watch to make sure neighborhood children are safe as they play in a park or vacant lot.
- Use window watch to prevent daylight B&Es.

Being part of a WINDOW WATCH does NOT mean that you have to get involved in any way in anything suspicious or criminal that you observe, except to call the Police (911) and report it.

- If for some reason you don't want to call the Police, contact a designated person who is willing to call.

Being part of a WINDOW WATCH means greater protection for you and your neighbors and, therefore, a safer, more pleasant community.

For more information on crime prevention strategies or help in setting up a crime watch, please call:

Neighborhood Justice Network 423-1262

Check Your Safety Habits at Home

☐ Do you know your neighbors? Do you look out for them? Do they look out for you?

☐ When the door bell rings, do you check to see who it is before opening the door?

☐ Do you always ask a sales person, meter reader, repair or delivery person to show an identification card before letting him or her in?

☐ Do you caution your children and babysitters not to open the door to unexpected visitors and delivery persons?

☐ Have you and your neighbors cleaned up dirty alleys, litter and broken windows? They all attract crime to your neighborhood.

☐ Do you hang up immediately on nuisance and obscene phone calls?

☐ Have you posted emergency numbers for police, fire and paramedics on every phone in the house?

☐ If you are at home, working or just relaxing, are your doors locked?

☐ If you have to leave your children at home alone, do you make sure they know where you can be reached, when you are coming home, and the name and number of a friend or neighbor to call in an emergency?

☐ Do you and your neighbors have a phone network to alert each other to suspicious activity?

☐ Do you procrastinate a few days before replacing a burned out lightbulb over your front door, garage, or yard?

☐ Do you keep blinds, shades, and drapes closed at night?

☐ Do you test your smoke alarms and, if you have one, the burglar alarm, once a month?

William F. Weld, Governor
Charles D. Baker, Secretary of Health and Human Services
David M. Mulligan, Commissioner,
Massachusetts Department of Public Health
Deborah Klein Walker, Assistant Commissioner,
Bureau of Family and Community Health,
Massachusetts Department of Public Health

Marisa Jones, Executive Director
Neighborhood Justice Network